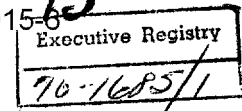
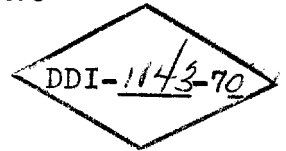


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23 APR 1970



MEMORANDUM FOR: Deputy Director for Intelligence
Deputy Director for Plans
Deputy Director for Support
Deputy Director for Science and Technology

SUBJECT : Making the Work of the Agency Understood
and Better Appreciated by American Youth

1. At the Deputies Meeting on 15 April, we discussed what we will do in response to the President's memorandum which, among other things, calls for an effort on our part to build links with American youth. The President's memorandum is attached, and you will note that, under the first major paragraph on page 2, there are six steps which are identified as helpful to management in obtaining this objective.

2. A Task Force is appointed to review what we are doing along the lines of the President's six steps and to make recommendations on what more could be done in order to build constructive links with American youth. It will report its findings to the Director by 20 May 1970 and will be composed as follows:

25X1 [redacted] Chairman

[redacted] DD/P (7327)

25X1 [redacted] DD/S (3261)

25X1 [redacted] DD/S&T R 9270 (6641)

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3. By separate memorandum another Task Force is being appointed to examine our utilization of young employees.

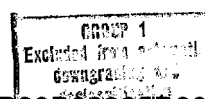
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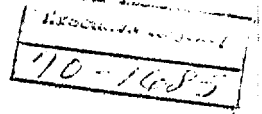
[redacted]
L. K. White

Executive Director-Comptroller

Attachment

cc: Inspector General
General Counsel
Director of Personnel

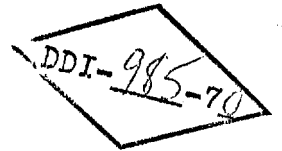
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THE WHITE HOUSE

WASHINGTON

March 31, 1970



MEMORANDUM FOR

HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

Our society's greatest resource is its youth. Young Americans today are more aware than ever before of the problems and the opportunities before us. They have in high degree the ideals, vision, sensitivity and energy that assure our future.

We who direct the affairs of government have a special obligation to provide for the constructive use of these qualities -- to enlarge the participation and involvement of young people in government. How well we communicate with youth and seek the advantage of their abilities will influence our effectiveness in meeting our responsibilities.

I would like you to make a thorough and critical review of how your managers determine long-range staffing needs, attract talented young people to their staffs, utilize and develop them, and provide mechanisms through which ideas can be expressed and considered. Each department and agency must assure that:

25X1A

- Manpower planning provides for an adequate and continuing intake of career trainees to meet future requirements in the administrative, professional and technical fields.
- Young people are placed in jobs that challenge their full abilities and provide opportunities to grow, innovate and contribute in a real way to the work of the organization.
- Young professionals are exposed to the decision-making processes and to a broad view of their agencies' missions.
- Open channels for communication are established and freely used, and provide for listening, considering and responding, with fast means for ideas to reach officials who can act on them.

DDI
ref
report to
LKW

-2-

- All supervisors understand how much they influence young employees' job attitudes and career decisions through their receptivity, their interest and their flexibility.

In addition to what is done within government, we must build other links with American youth. Insulation from the operations of government generates misunderstanding and misconceptions. Efforts must be made to provide knowledge about activities being undertaken to solve complex problems and meet human needs. Among the steps which managers can take to bring this about are these:

- Enable Federal officials to appear on campuses as guest lecturers and speakers in their areas of primary interest. *represent. present.*
- Encourage able professional employees to accept appointments as part-time faculty members. *30 days*
- Provide opportunities for faculty members to be employed during breaks in their academic schedules where their expertise can be of benefit to government programs.
- Employ students in temporary jobs related to their careers, through the summer intern program and other plans designed to provide a practical exposure to government operations.
- Assure that staff members who recruit on campus are so well suited to their assignments that you would be pleased to have them regarded as your personal representatives.
- Inform academic institutions about government programs and the contributions made by their graduates and faculty.

I have asked the Chairman of the Civil Service Commission to provide leadership in this vital area and to advise me of significant developments and progress.

The beginning of this decade is a fitting time for us to demonstrate our commitment to the full involvement of today's youth in the processes of government which will help shape their tomorrow and ours. Only with the help of this generation can we meet the challenges of the 1970s.

*Briefing Program
Publication -
Research material*

Bill May

~~S-E-C-R-E-T~~

18 May 1970

MEMORANDUM FOR: Director of Central Intelligence

SUBJECT : Transmittal of Task Force Report
Entitled "Central Intelligence Agency
Programs to Improve Relations with the
Academic Community"

The attached report was prepared in response to the President's Memorandum for Heads of Executive Departments and Agencies, dated March 31, 1970, concerning the general problem of building links with American Youth. The report was prepared by the undersigned Task Force.

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(Chairman)

DD/I

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DD/S

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25X1

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DD/S&T

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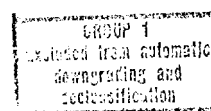
DD/P

Attachment: AS stated above

Distribution:

- Orig. & 1 - O/DDI , 7E44, Hdqts.
Exec. Dir.-COMPT, 7D59, Hdqts.
1 - [redacted] Rm 739, Glebe.
1 - [redacted] Rm 5F19, Hdqts.
1 - [redacted] Rm 3C29, Hdqts.
1 - Task Force File
1 - DDI/CAR File
1 - DDI/SRS Chrono

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18 May 1970

CENTRAL INTELLIGENCE AGENCY PROGRAMS
TO IMPROVE RELATIONS WITH
THE ACADEMIC COMMUNITY

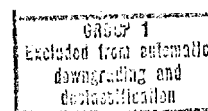
The Agency depends heavily on the academic community for its professional staff in a wide variety of disciplines, as a source of expertise through one-time contacts or continuing consultation, and for contract research. Consequently, the Agency has developed over time a series of programs designed to maintain as good a relationship as possible with the academic community.

The Agency programs and its general approach are kept deliberately in low key, in accordance with the Agency's mission and with the special considerations that must govern Agency contacts with students and faculty. The one central element in the Agency's approach is the effort to cultivate professional and intellectual respect among university students and faculty members for the Agency and its officers.

Some major components of the Agency have little or no direct contact with the academic community. The Directorate of Science and Technology uses numerous faculty members as cleared contacts or consultants. Other components---elements of the Directorate of Intelligence and of the Offices of Personnel and Training, for example---have many contacts with the academic community and have active and diverse programs to develop and to smooth Agency-academic relations, to facilitate the flow of information and ideas between the two communities, on a necessarily selective basis, and to attract superior young men and women to careers in intelligence.

Agency officials, to the extent that their duties and the requirements of security permit, are encouraged to continue active membership in their professional societies (economists, geographers, area specialists, computer experts, etc.). They are permitted to write for scholarly journals and to publish books;

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however, their manuscripts are subject to security clearance procedures and to review to insure that the subject matter is not inappropriate. These activities are permitted in the interests of continuing the professionalization of Agency officials and as a means of presenting to the academic community an image of professional competence. Agency officials contributing to the periodic reports on the economies of the Soviet Union and Communist China published by the Joint Economic Committee of Congress are identified by name and agency. This too contributes to the professional stature of the Agency and its officers. For many years offices within the Agency staffed primarily with specific professionals, such as geographers and economists, have sent carefully selected staff members to call upon appropriate department heads, faculty, and students on college campuses to discuss new developments in the profession and career opportunities in intelligence.

In 1966, concerned with the growing tension in government-academic relations, the Deputy Director for Intelligence added to his staff a senior officer with an academic background to coordinate the varied relationships of the components of his Directorate with the academic community. This officer, the Coordinator for Academic Relations, was also charged with generating new ideas for maintaining friendly and mutually beneficial relations with the academic community. At first the Coordinator's activities focused primarily on China studies, but within a short time the geographical area limitations to his assignments were removed.

The following description of Agency activities and programs designed, in part, to overcome student and faculty misunderstandings and apprehensions concerning government in general and the Agency in particular is keyed to the six steps enumerated in the President's memorandum of March 31, 1970.

1. Providing Officers as Guest Lecturers:

a. Because of their expertise and their continuing professional contacts, many Agency officials are invited to universities to speak before college groups, seminars, and classes on a wide variety of subjects. As a general policy the Agency does not encourage such outside activity and permits acceptance of such requests only in instances where some clear benefit would accrue to the government or to the Agency.

Recently a small and experimental program has been initiated to test the usefulness of somewhat more positive response to such requests. The results thus far have been good; the college classes and the faculty members involved have been enthusiastic. However, it is not intended that this program become very large or that the Agency take the initiative in arranging such activity.

b. During the 1966-1967 academic year, the Coordinator for Academic Relations initiated a series of Agency-academic seminars on Communist China, which proved to be a useful medium for the exchange of ideas and the development of mutual professional respect between the Agency's China experts and their counterparts in the academic community. These seminars, which are now established as a continuing program, are held in university towns but not on university premises; they usually last for five or six hours, and they usually involve an Agency team of three or four analysts meeting with 10-15 faculty members and advanced graduate students. The substantive exchanges are frank, and differences of view are aired, but discussions of policy are out of bounds.

The exchanges have proven useful substantively to both sides; the broader benefits, in mutual understanding and professional respect, are especially gratifying. Through the seminars, Agency analysts have had face-to-face contact with more than 100 academic China experts from 20 different universities. Plans have been made to expand the Agency-academic program to other areas of concern, such as the Soviet Union, the Middle East, etc.

2. Encouraging Qualified Officers to Accept Appointments as Part-Time Faculty Members:

a. A large percentage of the Agency's professional staff have graduate degrees; many had college teaching experience before coming to the Agency. A few have continued to teach part-time in Washington area universities, despite the heavy demands that Agency employment places on their time and energies. Their Agency affiliation is not hidden from students or faculty, and they are required to make a clear distinction between their Agency

and their university responsibilities. We have found that the best impact, from the point of view of the Agency, is made by those who concentrate in the classroom on being good substantive teachers and who play down or avoid reference to their Agency affiliation.

The Agency is considering the feasibility of initiating a small and experimental program to provide a "teaching sabbatical" for qualified Agency officers who might desire a break from their Agency duties and for whom the experience may further their professional development.

Many former Agency employees are in university teaching and administration; in most instances they retain contacts with the Agency and provide a communications link with the academic community.

b. The Agency has an extensive external training program that provides an excellent means of contact with students and faculty. The program is administered by the Agency's Office of Training and is designed to provide additional professional training to promising young Agency employees and to mid-career employees whose contributions to the Agency would be increased by additional training and outside experience. With very few exceptions, Agency employees on external training are known to the faculty and to their fellow students as CIA employees. They are given comprehensive briefings so that they will be better equipped to discuss the Agency. They serve as ambassadors with considerable success.

The external training program includes both part-time and full-time training. Those in part-time training, about 600 each year, attend local area universities to continue work on advanced degrees or to take specialized courses related to their careers.

The Agency also sponsors about 30 officers each year in full-time external academic training. They are enrolled in universities of outstanding reputation in appropriate disciplines or area studies. In any given year, officers on full-time training are likely

to be found in 15 to 20 universities across the country. Although the primary purpose of the program is to enhance the professional competence of Agency career officers, the program also has proved to be a valuable means of building respect and understanding for the Agency and its mission among students and faculty members.

3. Providing Opportunities for Short Term Employment for Rotational Tours in the Agency for Faculty Members:

a. The major components of the Agency have consultants from the academic community who are called upon from time to time for their substantive expertise. A consultant relationship with the Agency is considered a private matter, and most academics prefer that the relationship not be known. As a matter of policy, academic consultants are required to inform the appropriate administrative official in their university of their relationship with the Agency. Despite the confidential relationship between the Agency and academic consultants, the consultants do provide a helpful, if indirect, link with students and faculty members.

The Agency has no general program for bringing faculty members, other than a few consultants, to work in the Agency during breaks in their academic schedules or on sabbatical. Such expertise would be helpful in a number of specific staffs, where, for example, foreign political, sociological, or economic research and analysis is conducted. Some efforts have been made to recruit academics for rotation tours of one or two years in those staffs. However, the administrative problems from the point of view of the Agency and the practical problems from the point of view of the academics are such that a significant program is not likely to develop.

b. The Agency does have a small program, an outgrowth of the Agency-academic seminars mentioned above, which brings selected academics to Headquarters for a critique of their research or publications. Academics who have recently completed or are nearing the end of research projects of interest to the Agency are invited to meet with a small group of Agency

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analysts and to lead a seminar discussion on their research project. In some cases, the scholar has been able to provide draft copies of his research or part of it in advance of the seminar. The seminars are of considerable help to the Agency analysts in keeping them abreast of new research in the field and in suggesting to them new methodology and viewpoint. The scholar, for his part, receives a serious and detailed critique of his work from a group of exceptionally knowledgeable analysts and practitioners.

c. The Agency also makes available to the Academic community unclassified reference and research material which facilitates scholarly research and creates a considerable amount of good will.

4. Employing Students Under Summer Intern and Other Professional Training Programs:

a. The Agency has a Cooperative Educational Program under which a total of 90 students from 17 different schools and universities are employed at the Agency as part of their on-the-job training. The program is under the supervision of a full time cooperative advisor who is in continuous contact with the selected universities. The program is designed primarily for recruitment purposes, and it is concentrated on technical schools and professions. More than two-thirds of the students in the Co-op Program opt for staff employment at graduation. The program is also a highly successful means of establishing direct contact with university students and of spreading understanding of the Agency and its mission. The long-term plan calls for an increase from 90 to 150 students in the Co-op Program over the next five years.

b. The Agency's Summer Intern Program started in 1966 as an outgrowth of the Co-op Program to accommodate students in schools that did not have co-op or on-the-job training programs. In 1967, the Summer Intern Program was expanded to 14 interns

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and to include graduate students in China area studies. In the summer of 1968 the number of interns was increased to 43 slots and the area studies component for graduate students was expanded to include Soviet, Middle East and Southeast Asia area specialists. The Summer Intern Program has proved to be an excellent means of introducing promising students to the possibilities of a career in intelligence; it has also proved to have very effective public relations benefits. About 50 percent opt for full time staff appointments after finishing their university training. Present plans are to expand the Summer Intern Program to a total of 50 over the next five years.

5. Maintaining High Level Recruitment Officers and Recruitment Style:

a. The Agency's Office of Personnel recruitment standards and procedures are discussed in another report responding to the same White House memorandum. However, one aspect of the Agency's recruitment style is germane to this report. For several years, the Agency has followed a practice of sending line office supervisors or analysts along with recruiters so that potential applicants may talk directly with officers with specific knowledge of their areas of professional interest. In this way, the interviews may be more pointed, specific and meaningful to the applicant and the Agency. Such interviews also establish desirable face-to-face contact between Agency officers and student applicants. When possible the Agency officers selected are graduates of the applicant's university. Although line officers still accompany professional recruitment officers in certain instances, the practice is less general than in the past because of the reduced number of openings to be filled.

b. Officers of several components of the Agency, taking advantage of the long term contacts with university professors, department heads, and administrators, visit universities periodically to cultivate good will and to be available to any students or faculty members that might care to talk about a

career in the Agency. The visits are coordinated with the Office of Personnel, and the receptivity of the appropriate university professor to such a visit is ascertained in advance. One particularly successful program of this type has been conducted by the Office of Basic and Geographic Intelligence which, since 1962, has arranged visits to a large number of university Geography departments. The students and faculty are given a brief description of the background of the Agency and of its overall mission, a general description of the nature and types of geographic research conducted in the Agency, and they are shown some unclassified samples of the Agency's geographic research and cartography. The visiting officer also invites questions about government careers in general and Agency employment in particular.

6. Informing Students and Faculty about the Agency:

a. The Agency, through its Office of Personnel, makes available to universities a number of pamphlets which describe the origins of the Agency, its general purposes, and the opportunities it offers for careers. Also, the recruiters are available to inform interested students and faculty about the Agency.

b. The Agency also has a small, low-key program of briefing visiting college groups on the background of the Agency and on the role of intelligence in national security policy. The activity is administered by the Office of Training. The Agency does not advertise the program or take the initiative in generating requests. However, the Agency response to requests from bonafide college groups that can attend such a briefing in Washington is positive in all possible cases. The program is small (10 or 12 groups each year) and necessarily somewhat selective. The response thus far has been very favorable due in considerable part to the willingness of high ranking officials to devote their time to the briefings and discussions.

SUMMARY AND RECOMMENDATIONS

Summary:

The Agency has a variety of programs designed to cultivate good relationships and mutual professional and intellectual respect between Agency officers and members of the academic community. The programs are kept in low key, in accordance with the special considerations that must govern Agency contacts with students and faculty. The most fruitful activities in maintaining links with students and faculty include an Agency-Academic Seminar Program on major foreign problem areas, an extensive external training program for Agency employees, making available to students and faculty unclassified research material, employing students under a Cooperative Educational Program and a Summer Intern Program, and maintaining direct contact by Agency professionals with appropriate professional societies and university departments. The Agency also has a small program of briefing visiting college groups on the background of the Agency and the role of Intelligence.

Recommendations:

It is recommended that the Agency:

1. maintain its basic low profile and restraint in its approach to faculty and students;
2. expand the Summer Intern and the Cooperative Education Programs;
3. continue to provide briefings on the Agency to university groups visiting Washington, on a selected basis;
4. expand the Agency-academic Seminar Program to include various geographic areas of concern, such as the Soviet Union and the Middle East, and increase student participation in the program;
5. maintain the Agency External Training Program at as high level as feasible consistent with the needs and with good management;
6. make available to the academic community the exceptionally valuable research material in the on Communist China, the Soviet Union, and East Europe;
7. create, within the Directorate of Intelligence, a Committee on Academic Relations, chaired by the Coordinator for Academic Relations, with the mission to further develop communications and programs of mutual interest involving members of the intelligence and academic communities.

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